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ABSTRACT

Over 100 books related to teaching reading are listed in this annotated bibliography. Most entries were published between 1980 and 1981. For each citation, information on author, publisher, and availability is accompanied by a brief abstract and descriptors. A descriptor index is included. (LP)

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Second Annual Supplement To

THE ANNOTATED BIBLIOGRAPHY ON READING

November 1981

Research and Development
Interpretation Service

Compiled by

Karen Temmen

CS 007 154

CEMREL, Inc.
St. Louis, Missouri

Accession Number: PE 355

Adams, Marilyn and Bertram Bruce. Background Knowledge and Reading Comprehension. Center for the Study of Reading, Reading Education Report No. 13. Cambridge, Massachusetts: Bolt Beranek and Newman, Inc. 1980.

Availability: **Order Number:**

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, MA 02138

Abstract:

If a written text is to be an effective means of communication, both the author and the reader must have the same idea of what is concrete fact and what is inferred. To achieve this interpretive match of knowledge, the writer must address the intended readers in terms of their conceptual knowledge, and vocabulary choices, as well as their social, story, and genre knowledge. Because prior knowledge is used to create new knowledge in the reading process, the background knowledge possessed by the reader is crucial to the interpretation and comprehension of a written text.

Descriptors: Communication (Thought Transfer), Decoding (Reading), Prior Learning, Reading Comprehension, Reading Processes, Semantics

Accession Number: RE 369

Analyses of Basic and Supplementary Reading Materials. EPIE Educational Product In Depth Report, Number 64. New York: Educational Products Information Exchange Institute, 1974. (109 pp.)

Availability:

Order Number:

EPIE Institute
463 West Street
New York, NY 10014

Abstract:

Compiled by teams of materials analysts representing the fields of media, curriculum, and reading, this report provides analyses of 76 commercially marketed reading materials. The first section of each product description provides basic information pertinent to the reading materials described, including the curriculum role, the intended target population, the instructional approach, and the components of the product. Following the basic information, the analysts summarize the findings in terms of four main functional design constructs: objectives and scope, sequence of content, methodology, and evaluation. A list of component prices concludes the report.

Descriptors: Content Analysis, Educational Resources, Instructional Materials, Reading Materials, Resource Materials, Textbooks

Accession Number: RE 353

Anderson, Richard C., and Freebody, Peter. Vocabulary Knowledge and Reading. Center for the Study of Reading, Reading Education Report No. 11. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1979. (52 pp.)

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 177 470

Abstract:

This report summarizes information presented in a technical report concerning the role of vocabulary knowledge in reading comprehension and is designed to be read by educators not directly involved in research themselves. It states that while an assessment of the number of meanings a reader knows enables a remarkably accurate prediction of an individual's ability to comprehend discourse, the reasons why word knowledge correlates with comprehension cannot be determined satisfactorily with improved methods of estimating the size of people's vocabularies. It suggests that improved assessment methods depend upon thoughtful answers to questions concerning what a word is, what it means to know the meaning of a word, and the most efficient way of estimating vocabulary size from an individual's performance on a sample of words.

Descriptors: *Intelligence Factors, *Reading Comprehension, Reading Processes, *Reading Research, *Vocabulary, *Vocabulary Development

Accession Number: RE 400

Anderson, Thomas H., et.al. How Clearly Written Are Children's Textbooks? Or, of Bladderworts and Alfa. Champaign, Illinois: University of Illinois, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1980.

Availability:

Order Number:

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, MA 02138

Abstract:

In an analysis of two samples of expository prose taken from sixth grade textbooks (one in science and one in social studies) clarity of explanation was tested through application of four text criteria: structure, unity, coherence, and audience appropriateness. Analysis results indicate that expository text in children's textbooks is sometimes not clearly written and recommendations for publishers and editors include the following: implement a more systematic monitoring system; establish an editorial advisory board to evaluate the learnability of the text; apply the four text criteria in writing the text; and encourage teachers to evaluate textbooks in terms of learnability and clarity. A publisher's response letter and the editor's afterword are included.

Descriptors: Readability Formulas, Reading Materials, Textbook Content, Textbook Evaluation, Textbook Preparation, Textbook Research

Accession Number: RE 412

Armbruster, Bonnie B., and Anderson, Thomas H. Content Area Textbooks. Center for the Study of Reading, Reading Education Report No. 23. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1981 (61 pp.)

Availability:

Order Number:

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, Massachusetts 02238

Abstract:

Assuming that the primary purpose of content area textbooks is to provide information in a clear manner, this paper presents several analytical criteria for evaluating texts, identifies aspects of texts that might cause comprehension problems, and suggests alternatives for authors to avoid such problems. The discussion of "consideration" of the reader when preparing a textbook, centers around four text characteristics: structure, coherence, unity and audience appropriateness. The paper defines and illustrates these characteristics and cites research relevant to their effect on comprehension and learning. A three page textbook evaluation response form is included.

Descriptors: Content Area Reading, Readability, Reading Comprehension, Reading Instruction, Textbook Evaluation, Textbook Standards

Accession Number: RE 406

Bean, Rita M. and Wilson, Robert M. Effecting Change in School Reading Programs: The Resource Role. Newark, Delaware: International Reading Association, 1981. (69 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

Concerned with the role of the reading specialist as a resource person, this book discusses the required competencies and the current status of specialists, considers goals, procedures, and authority within the organization, and offers guidelines for effective communication. Other chapters deal with the following: interpersonal skills and self-assessment; leadership in the resource role; stages in the decision making process and factors affecting it; external resources from government and higher education; the rights of others; and the process and techniques of self evaluation. Appendixes provide information regarding: job interviews, preparing for the first week, working in the classroom, and attitudes about parent involvement.

Descriptors: Communication (Thought Transfer), Educational Assessment, Leadership Responsibility, Reading Consultants, Reading Instruction, Resource Teachers

Accession Number: RE 413

Bruce, Bertram. A New Point of View on Children's Stories. Center for the Study of Reading, Reading Education Report No. 25. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1981. (45 pp.)

Availability:

Order Number:

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, MA 02138

Abstract:

Following an overview of the theoretical perspective of text analysis, this paper identifies three factors which influence involvement of the reader with a story: conflict, inside view, and point of view. Based on the techniques for classifying and evaluating texts that emerge from these factors, the paper presents the results of an exploratory coding of a sample of basal reading stories and children's trade books. The coding reveals a distribution of types of conflict, inside view, and point of view which increases the distance the reader feels from the text and provides inadequate preparation for a full range of stories and other texts that a skilled reader is likely to encounter.

Descriptors: Reading Comprehension, Reading Instruction, Reading Processes, Reading Research, Reading Skills

Accession Number: RE 417

Bruce, Bertram. Stories Within Stories. Center for the Study of Reading, Reading Education Report No. 29. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (15 pp.)

Availability:

Order Number:

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

A single story often consists of a complex set of stories within stories, each with its distinct author and reader, developed through the use of specific rhetorical devices. This study analyzes childrens books and basal readers according to these six devices: explicit embedding, commentary, irony, an unengaged narrator, an engaged narrator, and immersion. When only the major narrative types for each story were considered, four rhetorical types appeared: narratorless stories, unengaged narration, in-effect narration, and engaged narration. Narratorless stories appeared most frequently in both basal readers and trade books, although trade books contained other types.

Descriptors: Basal Reading, Childrens Books, Literary Devices, Reading Comprehension, Reading Skills, Story Reading

Accession Number: RE 411

Bruce, Bertram, and Rubin, Andee. Strategies for Controlling Hypothesis Formation in Reading. Center for the Study of Reading, Reading Education Report No. 22. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1981. (38 pp.)

Availability:

Order Number:

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

Reading comprehension is a process that involves formulating and evaluating hypotheses in order to explain the information in a reading text. Because of its complexity, the task of reading requires strategies for controlling the proliferation of hypotheses. Although they sometimes create reading problems, these four strategies are generally effective: jumping to conclusions, maintaining inertia, relying on background knowledge, and working backwards from the goal. Examples chosen from the behavior of students reading a test passage illustrate both the effective use of these strategies and some of the problems that may arise from their use.

Descriptors: Reading Comprehension, Reading Instruction, Reading Processes, Reading Research, Reading Skills

Accession Number: RE 416

Bruce, Bertram, et al. Why Readability Formulas Fail. Center for the Study of Reading, Reading Education Report No. 28. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bot Beranek and Newman Inc., 1981. (13pp.)

Availability:

Order Number:

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

In order to categorize and summarize some of the weaknesses connected with the construction and use of readability formulas, this paper identifies the following problem areas: a discrepancy between the characteristics of texts which readability formulas measure and the factors that influence text comprehension; a lack of empirical evidence for the predictive value of the formulas; and the inappropriate use of readability formulas in the classroom. The paper concludes with these six criteria for the use of readability formulas: material may be freely read; the text is honestly written; higher-level text structures are irrelevant; purpose in reading is irrelevant; statistical averages are meaningful in individual cases; and readers of interest are the same as the readers on whom the formula was validated.

Descriptors:
Content Analysis, Measurement Techniques, Readability Formulas, Reading Comprehension, Reading Processes, Textbook Evaluation

Accession Number: RE 380

Cleary, Donna McKee. Thinking Thursdays: Language Arts in the Reading Lab. Newark, Delaware: International Reading Association, 1978. (93pp.)

Availability:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Order Number:

Also available from EDRS:
ED 154 365

Abstract:

This book provides secondary reading teachers with a practical guide for establishing a reading laboratory program. Written in conversational style, it contains diary-like comments and includes student responses to the activities described. The first section deals with the following topics:determing the physical aspects of a reading laboratory, pretesting students, establishing a reading system, making assignments, and setting goals. The remaining three-fourths of the book provides activities for developing thinking and reading skills. Each activity, preceded by a list of the skills to be developed, involves the students in tasks that range from self-analysis quizzes and puzzle sheets to television viewing and poetry writing.

Descriptors:
*Developmental Reading, *Learning Activities, *Logical Thinking, *Program Development, *Reading Skills, *Remedial Reading Programs

Accession Number: RE 398

Conference on Studies in Reading: Summaries of Panel Reports. Washington, D.C.: National Institute of Education, 1975. (31 pp.)

Availability:

Director, Learning Division
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Order Number:

Also available from EDRS:
ED 154 364

Abstract:

The National Institute of Education (NIE) Conference on Studies in Reading, held in 1974, featured ten panel discussions, each focusing on a designated topic related to reading. This publication reviews the reports of recommended research and development activities produced by the panels for the following topical areas: semantics, concepts, and culture; the way in which readers extract meaning from texts; attention and motivation; modeling the reading process; assessment of reading comprehension; application of existing reading comprehension research; reading comprehension and the high school graduate; learning and motivation in early reading; reading strategies for different cultural and linguistic groups; and essential skills and skill hierarchies in reading.

Descriptors: *Reading, *Reading Comprehension, *Reading Research, *Research Needs, *Student Motivation

Accession Number:RE 341

Danks, Joseph, and Pedek, Kathy. Reading and Understanding. Newark, Delaware: International Reading Association, 1980.

Availability:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Order Number:

Abstract:

The sixth monograph in the "Series on the Development of the Reading Process", this volume discusses key factors influencing the process of reading comprehension. Analyzing whether the comprehension processes involved in language in print and language in speech are the same or distinct, the first chapter identifies two extreme positions on the subject, reviews some methodological problems and empirical studies, and proposes a task analysis to direct research toward a valid comparison of listening and reading comprehension. The second chapter explicates and synthesizes the body of research based on a constructive approach to comprehension and memory. Five topics that highlight the effect of context dependence on constructive memory are discussed: the word as a unit in language processing; semantic prerequisites for comprehension; integration of information in memory; memory for original output; and inferences formed from presented material.

Descriptors: Learning Processes, Memory, Reading Comprehension, Reading Processes, Reading Research

Accession Number: RE 399

Davison, Alice. Readability - Appraising Text Difficulty. Center for the Study of Reading, Reading Education Report No. 24. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (32 pp.)

Availability:

Order Number:

Bolt Beranek and Newman Inc.
30 Moulton Street
Cambridge, Massachusetts 02238

Abstract:
Although readability formulas were originally conceived of as evaluative measures, they are frequently used to measure the level of difficulty of textbooks and often influence the changes made in revising books to match the level of ability of intended readers. This paper demonstrates that using readability formulas in this way provides incorrect information and argues that the changes made in texts be based instead on the problems related to inherent difficulty or ambiguity. Some of the specific textual and comprehension problems that arise when readability formulas are misused include the following: clause splitting and loss of connectives in order to shorten sentences; loss of inference when subordinate constructions are deleted; changes in the syntactic relations of the sentence that provide information on topic, background, and focus; and the deletion of verbs of perception, belief, or report that offer the author's point of view or provide evidence.

Descriptors: Readability Formulas, Reading Comprehension, Reading Instruction, Textbook Evaluation, Textbook Standards

Accession Number: RE 385

Dillingofski, Mary Sue, compiler. Nonprint Media and Reading: An Annotated Bibliography. Newark, Delaware: International Reading Association, 1979. (36 pp.)

Availability:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Order Number: 334

Also available from EDRS:
ED 174 946

Abstract:

The 72 items in this bibliography concern the use of nonprint media in reading instruction. A section on audio and visual channels concerns the use of audiovisual materials, tape recordings, and filmstrips as instructional aids. The section on television and film includes items on film, learning from television, commercial television, public television, and locally produced television. The final section concerns computer assisted instruction in reading. A list of recommended readings is included at the end of the bibliography for those who would like practical suggestions for applying educational technology in the reading curriculum.

Descriptors: *Audiovisual Aids, *Computer Assisted Instruction, *Reading Instruction, *Reading Research, *Tape Recordings, *Television

Accession Number: RE 414

Durkin, Dolores. Reading Comprehension Instruction in Five Basal Reader Series. Center for the Study of Reading, Reading Education Report No. 26. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (49 pp.)

Availability:

Order Number:

Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

Intended as a follow-up to an earlier classroom observation study, this paper examines the manuals of five basal reading programs--kindergarten through grade six--to determine the amount of comprehension instruction provided in each program. Every page in each manual was analyzed for the purpose of identifying and recording recommendations that matched any of six definitions related to comprehension and four definitions of study skills. Results of the study indicate these similarities among the five manuals: the tendency to offer numerous application and practice exercises instead of direct, explicit instruction; failure to pinpoint the significance of the author's purpose; excessive assessment questioning in the place of informative instruction; and suggestions for reviewing a topic that are identical with the recommendations for teaching it.

Descriptors: Basal Reading, Guides, Evaluative Criteria, Reading Comprehension, Reading Instruction

Accession Number: RE 391

Durkin, Dolores. What is the Value of the New Interest in Reading Comprehension? Center for the Study of Reading, Reading Education Report No. 19. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1980. (51 pp.)

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 198 499

Abstract:

The increased interest in reading comprehension by researchers in fields other than reading education is noted in this paper. In addition, the concerns of the new researchers in reading are described, some of the terms they are using are explained, and the implications of their findings for reading instruction are explored. The interests of researchers from fields such as linguistics, psychology, and artificial intelligence are noted in the areas of the relation of reading comprehension to schemata, the differences between spoken and written discourse and the particular difficulties inherent in written discourse, and the uses of questioning strategies. Similarities between the information provided from schema theory as it relates to background information or world knowledge and common instructional practice such as directed reading activities are noted, as is the usefulness of schema theory as it relates to story grammar in stories commonly read by beginning readers. The study of written discourse is said to provide more information on readability and to point out the need for reading teachers to know more about anaphoric devices. Finally, the paper reviews studies of questioning strategies, cautions about overgeneralizing from isolated research studies with college students, and emphasizes the need for long-term research and more research with children.

Descriptors: *Reading Comprehension, *Reading Instruction, *Reading Research, *Research Needs, *Research Utilization

Accession Number: RE 376

Frith, Uta, and Vogel, Juliet M. Some Perceptual Prerequisites for Reading. Newark, Delaware: International Reading Association, 1980. (51 pp.)

Availability:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Order Number:

Also available from EDRS:
ED 192 269

Abstract:

The two chapters of this monograph deal with the issue of the existence of a perceptual grammar that influences reading proficiency, particularly initial reading proficiency. The first chapter indicates the importance of studying reading and writing in terms of readers' and writers' knowledge of visuo-spatial processing rules. It discusses research into the processing of single shapes, the processing of arrays of shapes, and the production of shapes, and it suggests some readily testable hypotheses relating to the grammar of two-dimensional space. The suggested hypotheses deal with five areas: (1) mirror image confusions and writing reversals, (2) internal (mind's eye) scanning, (3) differences between production and recognition of graphic symbols, (4) readers' use of Cartesian spatial rules, and (5) low versus high skills. The second chapter describes Lila Ghent Braine's work indicating that children have a concept of "right-side-up" different from that of adults and discusses evidence that this concept contributes to children's rotation errors in copying symbols. It also discusses factors that contribute to children's mirror image confusions, outlines some practical implications, and offers hypotheses about reasons for the persisting orientation errors of children who have difficulty learning to read.

Descriptors: *Child Development, *Reading Processes, *Reading Research, *Reading Skills, *Spatial Perception, *Visual Perception

Accession Number: RE 405

Guthrie, John T., ed. Comprehension and Teaching: Research Reviews. Newark, Delaware: International Reading Association, 1981. (328 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

The chapters in this volume reflect the interdisciplinary emphasis which reading comprehension has received during the past decade. Organized according to processes in reading and practices in education, the topics discussed include the following: schemata or the building blocks of cognition; comprehension of text structures; making inferences during reading; vocabulary knowledge; social context of learning to read; social-psychological perceptions and reading comprehension; instructional variables; academic learning time and reading achievement; reading in bilingual contexts; characteristics of exemplary reading programs; overcoming educational disadvantagedness; and how to recognize a reading comprehension program.

Descriptors: Cognitive Processes, Reading Comprehension, Reading Instruction, Reading Research, Reading Skills, Sociolinguistics

Accession Number: RE 339

Johnson, Laura S., ed. Reading and the Adult Learner. Newark, Delaware: International Reading Association, 1980.

Availability:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Order Number:

Abstract:

After an assessment of the varied reading needs of today's adult learner, this book describes specific reading programs designed for the developmental and advanced adult reader. Separate articles discuss the following topics: the adult as learner; enhancing the lives of nursing home patients through reading activities; perspectives on reading from senior citizens; establishing a reading and study skills course for law students; reading programs that help employers get ahead in their work; a reading rehabilitation program for county jail inmates; the Adult Performance Level (APL) approach to functional reading; a shared learning process in teaching adults to read; television programs that provide adult reading instruction; a computer assisted literacy development program; developing independent learners in the community college; integrating reading skills with content in a two year college; teaching reading and related study skills to the developmental college student; and reading instruction for the hearing impaired student in the college classroom.

Descriptors: Adult Education, Adult Reading Programs, Continuing Education, Reading Instruction, Remedial Reading

Accession Number: RE 378

Jongsma, Eugene A. Cloze Instruction Research: A Second Look. Newark, Delaware: International Reading Association, and Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1980. (55 pp.)

Availability:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Order Number:

Also available from EDRS:
ED 194 881

Abstract:

The purpose of this monograph is to review and synthesize the literature pertaining directly to the use of cloze as a teaching technique. The literature review is arranged into eight sections: (1) analysis of comparative studies, in which studies that have compared the cloze procedure are examined; (2) analysis of instructional goals, in which the effectiveness of cloze for idfferent instructional purposes is reviewed; (3) analysis of materials, in which the use of cloze with various types of reading materials and the transfer effects of cloze are discussed; (4) analysis of age, grade level, and reading ability; (5) analysis of teaching procedures, in which discussion, grouping, sequencing, and length of instruction are examined; (6) analysis of deletion strategies; (7) analysis of scoring methods; and (8) analysis of students attitudes. Following the individual analyses, the conclusions of the complete review are summarized. The monograph also contains a discussion of future directions for research and instruction involving cloze. Each study reviewed in the monograph is summarized in an appendix.

Descriptors: *Cloze Procedure, *Reading Instruction, *Teaching Methods

Accession Number: RE 397

Koenke, Karl, and Monteith, Mary K. Reading Instruction in the Content Area. Des Moines, Iowa: Department of Public Instruction, Project Informs, and Urbana, Illinois, ERIC Clearinghouse on Reading and Communication Skills, 1978. (41pp)

Availability:

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Rd.
Urbana, Illinois 61801

Order Number:

Also available from EDRS:
ED 149 303

Abstract:

Increased public concern about students' basic skill levels and about the need for minimum-competency tests has placed part of the responsibility for reading skills development on content-area teachers. This annotated bibliography is a resource guide for content-area teachers who want to integrate reading-skills instruction with their subject areas. The resources discuss ways to match the reader to the text; teaching techniques for improving comprehension, vocabulary, and study skills; and specific suggestions for English, mathematics, science, and social studies instruction. A reference bibliography is included.

Descriptors:

*Annotated Bibliographies, *Content Reading, *Reading Instruction, *Reading Skills, *Teaching Techniques

Accession Number: RE 365

MacKinnon, G. E. and Waller, T. Gary, eds. Reading Research: Advances in Theory and Practice, Volume 2. New York: Academic Press, 1981. (233 pp.)

Availability:

Academic Press, Inc.
111 Fifth Avenue
New York, NY 10003

Order Number:

Abstract:

One of a series of books that provide a publication outlet for systematic and substantive reviews and syntheses in reading research, both theoretical and empirical, this volume focuses on this question: "What does a child learn in learning to read, and how can the learning be facilitated?" By contrasting alphabetic with nonalphabetic writing systems, the first article provides insights into what must be learned in learning to read and into the problems children encounter in learning to read written English. The second paper evaluates several practices and programs used to teach novice readers print-to-speech code, decoding skills, and reading comprehension. The third chapter analyzes the content of a number of widely used school readers in the light of current research on factors that affect reading acquisition. A framework for designing and evaluating effective reading programs, the final article illustrates how the methods of linguistics and experimental psychology can provide the information required in designing reading programs and in estimating their effectiveness.

Descriptors: Beginning Reading, Language Processing, Reading Comprehension, Reading Instruction, Reading Research, Reading Skills

Accession Number: RE 351

Mason, George E. and Jay S. Blanchard, Computer Applications in Reading. Newark, Delaware: International Reading Association, 1979.

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Abstract:

The chapters in this volume focus on the development of computer aided and computer managed instruction and stress those applications of computer technology that have produced usable assessment data. Individual programs and computer uses are described and discussed under the following headings: college centers developing computer based reading programs; public school applications of computers to reading instruction; computer assessment of readability and textbook analysis; recommended uses of computers in the reading program; sources of computer services; computers in reading research; and the future of the computer as an aid to reading instruction. Each chapter includes an annotated list of pertinent references.

Descriptors: Computer Assisted Instruction, Educational Technology, Programed Instruction, Reading Instruction, Reading Programs, Reading Research

Accession Number: RE 410

McCormick, Christine, and Mason, Jana. What Happens to Kindergarten Children's Knowledge about Reading After a Summer Vacation? Center for the Study of Reading, Reading Education Report No. 21. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (22 pp.)

Availability:

Order Number:

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

To determine whether kindergarten children continue to progress in their knowledge about reading during summer vacation, three-classrooms of kindergarten children were tested at the end of the school year and again at the beginning of first grade. The testing procedure followed a developmental model of prereading and beginning reading and consisted of six word and letter identification subtests that involved spelling, letter naming, common word reading, consonant-sound identification, and vowel-sound identification. Results of the study indicated group score increases on every part of the test and individual increases on more than one of the subtests. The testing instrument is appended.

Descriptors: Beginning Reading, Kindergarten Children, Reading Achievement, Reading Readiness, Reading Skills

Accession Number: RE 338

McCullough, Constance M., ed. Inchworm, Inchworm Persistent Problems in Reading Education. Newark, Delaware: International Reading Association, 1980.

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Abstract:

The papers that comprise this volume deal with the history, development, and current issues in the field of reading instruction. Some of the topics discussed include: the status of reading achievement; defining literacy; bilingualism in reading education; judging the news media; the impact of television on children's reading; the publisher and the reading teacher; learning disabilities that relate to reading disabilities; remedial reading instruction; teaching reading and writing; beginning reading; psycholinguistics and oral reading; active comprehension; operant conditioning in reading; and key issues facing reading consultants.

Descriptors: Reading Achievement, Reading Instruction, Reading Research, Reading Skills, Remedial Reading.

Accession Number: RE 377

Ollila, Lloyd O., ed. Beginning Reading Instruction in Different Countries. Newark, Delaware: International Reading Association, 1981. (87 pp.)

Availability:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Order Number:

Also available from EDRS:
ED 195 988

Abstract:

Various aspects of beginning reading programs in six countries are discussed in the five articles in this booklet. In the first article, the principles and methods of instruction used in Sweden are described and trends in beginning reading instruction are noted. The importance of a verbal environment, teacher competence, and early diagnosis in reducing reading disabilities is stressed. The second article reports that children in Japan begin reading prior to school in an informal setting with the help of their parents. Beginning reading in Canada and the United States is described in the third article, first from an historical perspective and then in terms of current practices and trends. The fourth article acquaints the reader with three aspects of the English education system: (1) the autonomy of the head teacher, (2) the flexibility of that system, and (3) the length of time involved in infant education. The organization and reading schemes used in infant classes are described. The last article contains a brief review of the administration of Mexican schools and details the official method of reading instruction, showing how it is applied from grade one through grade six.

Descriptors: *Beginning Reading, *Foreign Countries, *Reading Instruction, *Reading Programs, *Teaching Methods

Accession Number: RE 415

Osborn, Jean. The Purposes, Uses, and Contents of Workbooks and Some Guidelines for Teachers and Publishers. Center for the Study of Reading, Reading Education Report No. 27. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc. 1981. (102 pp.)

Availability:
Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, Massachusetts 02238

Order Number:

Abstract:
Defining the term workbook as a consumable material that is associated with a basal reading program and is used by individual students, this paper discusses and evaluates workbooks, practice books, skill sheets, mastery lessons and other materials provided by publishers for students to write on. The paper proposes 20 guidelines for evaluating workbook tasks that include the following: a sufficient proportion of the tasks should relate to the instruction or lesson; another portion of tasks should provide a culmulative and systematic review of what has already been taught; workbooks should reflect the most important aspects of the reading program; workbooks should contain extra tasks for those needing extra practice; the vocabulary and concept level should relate to the rest of the program; instructions to the students should be clear and easy to follow; some tasks should be fun; and art should be consistent with the prose of the task.

Descriptors:

Evaluation Criteria, Guidelines, Instructional Materials, Reading Instruction, Reading Materials, Workbooks

Accession Number: RE 409

Promising Practices in Pre-Elementary Right-to-Read Programs. Washington, D.C.: U.S. Government Printing Office, 1980.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

065-000-000-28

Abstract:

This handbook consists of four separate manuals and a guide. The five volume set of materials provides specific practical guidance for parents, teachers, and administrators involved in pre-elementary education.

Techniques and approaches described in the handbook include the assessment of young children's development, language development and reading readiness activities, parent training, bilingual techniques, and staff development. The title of the four manuals are:

I. "Development of Pre-Reading Skills: A Theoretical Perspective"
II. "Pre-Reading Ideas for Parents"
III. "Promising Practices for Teachers in Pre-Elementary Programs"
IV. "Promising Practices for Administrators of Pre-Elementary Programs"

Although the handbook is aimed at adults who are developing or implementing an instructional program for young children, institutions of higher education will find these manuals useful in their programs to prepare the pre-service teacher to teach pre-reading to young children. The purpose of this manual is to present in a practical way the ideas from pre-elementary right to read programs that they may help to enrich and expand other early childhood education programs.

Descriptors: Pre-reading Experience, Preschool Education, Reading Programs, Reading Readiness, Young Children

Accession Number: RE 363

Purves, Alan C. and others. Reading and Literature: American Achievement in International Perspective. NCTE Research Report No. 20. Urbana, Illinois: National Council of Teachers of English, 1981. (247 pp.)

Availability:
The National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Order Number:

Abstract:
This monograph reports achievements in reading speed, comprehension, and word knowledge and in literacy understanding, interpretation; and interest of American students ages nine, fourteen, and seventeen. It also presents demographic information on teachers, permitting a profile of the secondary English teacher. The data, which are the subject of this report, consist of a set of computer tapes containing recorded information derived from tests, attitude scales, and questionnaires administered to children, teachers, and school administrators. Appendixes contain the following: IEA Reading Comprehension and Literature Tests with Student and Teacher Questionnaires; The Rasch Analysis of Reading; discriminant analysis tables - response to literature; and discriminant anlaysis with rigid axes rotation - literature teacher curricular patterns.

Descriptors:
Data Analysis, English Instruction, Reading Achievement, Reading Comprehension, Reading Interests

Accession Number: RE 367

"Reading and Language," Focus issue of Theory Into Practice 16, No. 5 (December 1977).

Availability:

Order Number:

The Ohio State University - College of Education
149 Arps Hall
1945 N. High Street
Columbus, Ohio 43210

Abstract:

The articles in this journal discuss the following topics: literacy as a natural acquisition; the beginnings of literacy; the functions of words; exploring with a pencil; a sense of story; the role of skills in teaching reading; development of story in children's reading and writing; literature as the content of reading; the behaviors of fluent readers; how and when does reading occur in the classroom; teacher informed response to reader miscue; reading in the open classroom; using community language resources in the school; and reading evaluation.

Descriptors:

Literacy, Reading Comprehension, Reading Improvement, Reading Instruction, Reading Processes, Reading Skills

Accession Number: RE 356

Rubin, Andee. Making Stories, Making Sense. Center for the Study of Reading, Reading Education Report No. 14. Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1980.

Availability: **Order Number:**

Bolt Beranek and Newman, Inc.
50 Moulton Street
Cambridge, Massachusetts 02138

Abstract:

Although we can describe and aspire to an ideal classroom writing situation, teachers often feel frustrated in their attempts to achieve these goals. This paper identifies three characteristics of school writing activities which may make it more difficult for students to learn to write with skill and enthusiasm: the solitary nature of most writing tasks, a lopsided emphasis on low level details of text such as grammer and spelling, and the isolation of writing from reading in the classroom. It then describes a set of educational devices which attempt to change these aspects of writing instruction. The basic tool is called the Story Maker and is based on the notion of story trees with which children compose stories by making choices among story segments. The other two devices, the Pre-Fab Story Maker and the Story Maker Maker, allow children more creative input into the story-making process. These three tools are described both as suggestions to teachers for innovative classroom language activities and as concrete examples of the implications of the theoretical framework developed in the paper.

Descriptors: Language Processing, Language Usage, Literary Devices, Writing Instruction

Accession Number: RE 371

Santa, Carol M., and Hayes, Bernard L., eds. Children's Prose Comprehension: Research and Practice. Newark, Delaware: International Reading Association, 1981. (186 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

To provide an exchange of ideas about children's reading comprehension, this volume offers the insights and perspectives of both educators and psychologists regarding the interdisciplinary nature of the comprehension process. Three literature reviews represent different levels of concern with comprehension including basic research on the development of prose comprehension, experimental manipulations designed to promote children's comprehension, and successful instructional materials and practices for teaching comprehension. Discussant chapters consider integrating research and instruction on reading comprehension, a retrospective reaction to prose comprehension, and research and the reality of reading. The book concludes with a chapter on children's reading comprehension and 15 pages of references.

Descriptors: Prose, Reading Comprehension, Reading Instruction, Reading Research, Reading Skills

Accession Number: RE 407

Sartain, Harry W., ed. Mobilizing Family Forces for Worldwide Reading Success. Newark, Delaware: International Reading Association, 1981. (86 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

The articles in this monograph encourage and support a worldwide partnership of home and school in achieving universal literacy. The topics discussed include: a research summary of family contributions to reading attainment; opportunities to use family resources for reading in developing countries of Africa; opportunities to use family resources for reading in developing countries of Southeast Asia; family forces for preschool development of health, vocabulary, and perceptual skills; family forces for early school development of language fluency and beginning reading; and continued focus on families for cultural appreciation, curriculum planning, and tutoring in reading.

Descriptors: Family Influence, Family Involvement, Literacy, Reading Achievement, Reading Instruction, Reading Skills

Accession Number: RE 381

Shapiro, Jon E., ed. Using Literature and Poetry Affectively. Newark, Delaware: International Reading Association, 1979. (126 pp.)

Availability:

International Reading Association
800 Barksdale Rd.
Newark, DE 19711

Order Number: 489

Also available from EDRS:
ED 173 772

Abstract:

The purpose of this publication is to present methods designed to develop a greater awareness of the affective domain and to examine the way children's literature and poetry is used at school and at home. The 12 articles provide information about the following topics: developing an awareness of attitudes, examining approach-avoidance behaviors in reading, why teenagers do not read, the achievement of literacy through literature, children's reading interests, what constitutes appropriate literature for youth, fanciful literature, reading as an activity and as a theme in children's literature, the use of poetry with children, poetry and career education, and a strategy for improving teenagers' understanding and appreciation of poetry.

Descriptors: *Affective Behavior, *Literature, *Poetry, *Student Attitudes, *Teaching Techniques

Accession Number: RE 374

Spiro, Rand J., et al., eds. Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers, 1980. (586 pp.)

Availability:

Order Number:

Lawrence Erlbaum Associates, Publishers
365 Broadway
Hillsdale, NJ 07642

Abstract:

Focused on understanding the processes involved in the comprehension of written text, the articles in this volume are divided into five areas: global issues; text structure; language, knowledge of the word, and inference; effects of prior language experience; and comprehension strategies and facilitators. Individual topics include the following: failures to comprehend and levels of processing in reading; schemata as the building blocks of cognition; syntactic aspects of reading comprehension; discourse and linguistic theory; psychological correlates of text structure; literary theory, rhetoric, and stylistics; constructive processes in prose comprehension and recall; category structure and the development of categorization; theories of semantic memory; the meaning of words in context; metaphor; plans and social action; inference in text understanding; on the dialect question and reading; metacognitive development and reading; study strategies; topic interest and children's reading comprehension; and teaching reading comprehension in the middle grades.

Descriptors: Cognitive Processes, Language Processing, Reading Comprehension, Reading Instruction, Reading Research, Reading Skills

Accession Number: RE 364

Staiger, Ralph C., ed. The Teaching of Reading. UNESCO source books on curricula and methods. Paris: United Nations Educational, Scientific and Cultural Organization, and Lexington, Mass.: Ginn & Company, 1973.

Availability:

Ginn and Company
191 Spring Street
Lexington, Mass. 02173

Order Number:

ED 092 872
Document not available from EDRS

Abstract:

Designed as a sourcebook, this volume considers reading instruction as a complex, intellectual task rather than as just a matter of pronunciation of words. It is designed for both teachers and parents interested in developing the language and concepts of children. Contents include "Reading in Today's World" by Ralph C. Staiger, "Learning to Read" by Dina Feitelson, "Ways of Teaching" by Marion D. Jenkinson, "Materials for Reading" by Ralph C. Staiger, "Evaluating Progress" by Miles A. Tinker, "Retardation" by Eve J. Malmquist, "The Preparation of Teachers and Specialists" by H. Alan Robinson, "Organization and Development of Programmes" by Omar Skander, "Developing Materials for Instruction" by Constance McCullough and Chinna Chacko, "Research in Reading" by Albert J. Harris and Eve J. Malmquist, and "Looking for Better Ways to Teach Reading" by Ralph C. Staiger.

Descriptors:

*Developmental Reading, *Instructional Materials, *Reading Instruction, *Teaching Techniques

Accession Number: RE 390

Steinberg, Cindy, and Bruce, Bertram. Higher-Level Features in Children's Stories: Rhetorical Structure and Conflict. Center for the Study of Reading, Reading Education Report No. 18. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1980. (27 pp.)

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 198 474

Abstract:

Traditional surveys of children's literature have examined features such as text structure and topic, but have failed to take into account rhetorical elements such as author/reader distance, commentary, point of view, and inside view (insight into characters' minds). Similarly, they have glossed over aspects of character to character interaction, such as responses to interpersonal conflict. A children's story survey was conducted to determine the prevalence and distribution of a story's rhetorical elements, to examine the relationship between traditional measures of story complexity and a conflict complexity measure, and to explore relationships that might exist between preference ratings of the stories and the coding of the stories' rhetorical elements. Of the 32 stories examined, 29 exhibited conflict, especially interpersonal conflict. Inside view was found to be more prevalent in the upper level stories. The results suggest that this model of author/reader interactions and conflict is one step towards a richer language for discussing stories and for enhancing children's understanding of stories.

Descriptors: *Childrens Literature, *Conflict, *Discourse Analysis, *Interpersonal Relationship, *Literary Devices, *Reading Research, *Rhetoric

Accession Number: RE 366

Sticht, Thomas G., ed. Reading for Working: A Functional Literary Anthology. Alexandria, Virginia: Human Resources Research Organization, 1975. (194 pp.)

Availability:

HumRRO
300 N. Washington Street
Alexandria, VA 22314

Order Number:

Also available from EDRS in micro fiche only
ED 102 532

Abstract:

This anthology, prepared by adapting existing material, contains a synoptic review of the Human Resources Research Organization research program on literacy in relation to job performance. In several of the chapters, the adaptations include the addition of new material to integrate and interpret the findings from the various phases of the research program. Part one reports on research to develop general methodologies for estimating functional literacy demands of jobs. Each of four chapters describes an approach to this problem; a fifth chapter presents a general summary and critical discussion of the various methods used in this research to estimate the reading requirements of jobs. Part two is concerned with methods of reducing discrepancies between personnel literacy skills and the literacy demands of jobs. The first chapter describes basic research on reducing reading demands of training schools by substituting listening for reading, and comments on preparing job and training aids capable of being more effectively used by less literate personnel. The second chapter describes an extensive research and development effort to design, develop, and implement a job related literacy training program for the army.

Descriptors: *Literacy, *Literacy Education, *Reading Research, *Reading Skills, *Vocational Education

Accession Number: RE 386

Strickland, Dorothy S., ed. The Role of Literature in Reading Instruction: Cross-Cultural Views. Newark, Delaware: International Reading Association, 1981. (42 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

The papers in this collection focus on cross-cultural concerns related to literature and literacy. The first paper explores the problems connected with the translation of books for children such as selection of books, quality of translation, and the difficulties involved in reviewing such books. A report on the use of children's literature in early childhood education in Japan, the second paper describes how literature is used in the school setting to support the social and cognitive development of young children. The final paper centers on what countries around the world are doing to promote the reading habit among school children and describes specific book promotion projects and programs designed to develop worthwhile reading tastes and a permanent interest in reading.

Descriptors: Children's Books, Children's Literature, Cross Cultural Studies, Literacy, Reading Materials, Reading Skills

Accession Number: RE 409

Taylor, Marsha, and Ortony, Andrew. Figurative Devices in Black Language: Some Socio-Psycholinguistic Observations. Center for the Study of Reading, Reading Education Report No. 20. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (19 pp.)

Availability:
Bolt Beranek and Newman Inc.
50 Moulton Street
Cambridge, Massachusetts 02238

Order Number:

Abstract:

This paper discusses the manipulation of figurative devices found in the linguistic skills of Black children, illustrates why these skills are important, and suggests ways to capitalize on these devices in the classroom. Specifically, seven forms of nonliteral interpretation are considered: the rhetorical style of ministers; proverbs and sayings; idioms; folktales; signifying; marking; and sounding. Examples from the speech of Black children and adults from both urban and rural environments illustrate the description of each communicative device.

Descriptors:
Black Dialects, Black Culture, Figurative Language, Metaphor, Psycholinguistics, Reading Instruction

Accession Number: RE 358

Thornton, L. Jay. Basic Reading Skills and Vocational Education. Columbus, Ohio: National Center for Research in Vocational Education, 1980.

Availability:

Order Number:

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH

Abstract:

While the vocabulary, semantics, and syntax of vocational literature differ from that contained in other types of literature, the traditional reading program within vocational education stresses remediation, emphasizes reading as a target activity marginally related to a vocational field, or reduces reading requirements to avoid reading problems. A reorganization of vocational reading priorities assumes that the reading required for work is a vocational skill. Therefore, a vocational reading course must first assess how much reading is necessary, and what literature must be read in a particular occupation, and then teach the skills required to attain and maintain, a position, to achieve upward mobility in employment, or to accomplish lateral transferability across employment clusters. (Ten topics for research studies in vocational education are suggested.)

Descriptors: Adult Reading Programs, Adult Vocational Education, Functional Literacy, Reading Improvement, Reading Instruction, Reading Skills

Educational Research

Venezky (200)

Educational Resources

Analyses of Basic...

Educational Technology

Mason
Smith, D. (361)
Smith, J. (360, 362)

English Instruction

Purves

English as a Second Language

Hatch
Rosen

Evaluation Designs

Baker

Evaluative Criteria

Durkin
Osborn

Family Influence

Sartain

Family Involvement

Sartain

Figurative Language

Taylor

Functional Literacy

Gadway
Karlin
Radwin
Thornton

Guides

Durkin (414)
Osborn

Accession Number: RE 384

Tierney, Robert J., and Lapp, Diane, eds. National Assessment of Educational Progress in Reading. Newark, Delaware: International Reading Association, 1979. (48 pp.)

Availability:

Order Number: 723

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19711

Also available from EDRS:
ED 176 226

Abstract:

This publication was developed to provide factual information and interpretive commentary on the National Assessment of Educational Progress in Reading, a federally funded survey of the educational attainments of representative samples of children and adults in the United States. It summarizes the context and results of the 1970-71 and 1974-75 national assessments in reading that indicate achievement gains for several population groups. Discussions of the implications for various persons at all levels of reading instruction written by experts in special areas of reading are included. The strengths and weaknesses of the two reading assessments are examined and suggestions are made for needed improvements for purposes of subsequent assessment.

Descriptors: *National Competency Tests,*Reading Achievement,*Reading Research,*Reading Tests

Accession Number: RE 418

Tierney, Robert J., and Pearson, P. David. Learning to Learn from Text: A Framework for Improving Classroom Practice. Center for the Study of Reading, Reading Education Report No. 30. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman Inc., 1981. (34 pp.)

Availability:

Order Number:

Bolt Neranek and Newman Inc.
50 Moulton Street
Cambridge, MA 02238

Abstract:

Based on a schema theory that defines reading comprehension as a process where the reader relates his/her model of reading purpose and acquired understanding to a specific reading text, this paper observes the following: the reader's background knowledge has an overriding influence upon the reader's development of meaning; and comprehension involves the activation, focusing, maintaining, and refining of ideas toward developing interpretations that are plausible, interconnected, and complete. The second part of the paper presents guidelines for teachers to use in determining whether there is a match or mismatch between the reading text and the student audience. These guidelines include: the relevancy of the student's schema for a text; activation of the schema during the reading process; reader flexibility and strategy variation for different reading purposes; extent of adequate reader understanding; awareness of level of understanding; and reader recognition of new learnings and their potential application.

Descriptors: Classroom Techniques, Decoding (Reading), Reading Comprehension, Reading Instruction, Reading Processes, Reading Skills

Accession Number: RE 401

Tierney, Robert J., et al. Some Classroom Applications of Text Analysis: Toward Improving Text Selection and Use. Center for the Study of Reading, Reading Education Report No. 17. Champaign, Illinois: University of Illinois at Urbana-Champaign, and Cambridge, Massachusetts: Bolt Beranek and Newman, Inc., 1980. (43 pp.)

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 192 251

Abstract:

This paper suggests that teachers concentrate on the ideational and structural properties of text rather than on information acquired from readability formulas when selecting and using texts. Emphasis is given to the importance of context in the analysis of text, and a framework is suggested for examining the text considering the functions texts are intended to serve in the classroom. Suggestions to teachers for examining the ideas, the relationships between ideas, and the structural qualities of texts include: (1) ideas might be examined by first isolating the essential understanding students are expected to derive from a text, then examining the extent and nature of support for these understandings provided within the idea units of a text; (2) relationships between ideas might be evaluated in terms of the probability with which the relationships are readily understood, implying that factors such as context, background knowledge, and reader purpose should be considered; and (3) the structural qualities of expository text might be examined in terms of the ease with which ideas can be mapped hierarchially and relationally. Suggestions are also given for assessing the structural qualities of narrative.

Descriptors: *Discourse, *Prose, *Readability, *Reading Comprehension, *Reading Research, *Textbook Evaluation

Accession Number: RE 392

Venezky, Richard L., and Winfield, Linda. Schools that Succeed Beyond Expectations in Teaching Reading. University of Delaware Studies on Education. Arlington, Virginia: ERIC Document Reproduction Service, 1979. (52 pp.)

Availability:

Order Number: ED 177 484

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Abstract:

Several elementary schools that drew their students from low socioeconomic (SES) areas and which succeeded in teaching reading were studied to determine the main causes of their academic achievements. Interviews, analyses of test scores and work logs, classroom observation, and reviews of school memos indicated two primary causes of success: achievement orientation and building-wide instructional efficiency. An achievement orientation, which generally must come from the building principal, is a high-risk, yet essential mode of operation in low SES areas, because it creates the conditions under which efficient instruction might develop. Instructional efficiency depends on adaptability and consistency of instruction, which, in turn, depend on the range of abilities in each classroom, the monitoring of student progress, the availability and coordination of personnel, the stability of the instructional program, and the program's compatibility across grade levels. School districts that want to raise reading scores should encourage principals to become achievement-oriented curricular leaders, both through inservice training and through principal evaluation procedures that focus on curricular leadership performance.

Descriptors: *Administrator Responsibility, *Administrator Role, *Disadvantaged Environment, *Educational Improvement, *Principals, *Reading Achievement

Accession Number: RE 388

Weintraub, Sam, et al. Annual Summaries of Investigations Relating to Reading: July 1, 1978 to June 30, 1979. Newark, Delaware: International Reading Association, 1980. (328 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

This book contains approximately 1100 summary reports of reading research published between July 1978, and June 1979. Categorized in six major areas, the majority of the studies pertain to the physiology and psychology of reading, and include experiments in learning, reading and language abilities, and vocabulary and word identification. Large groupings of studies occur in the testing and content analysis of printed materials subcategories. Other categories include teacher preparation and practice, the teaching of reading, reading of atypical learners, and general reading research summaries. The book lists the journals monitored for the report and provides an author index.

Descriptors: Reading Difficulties, Reading Instruction, Reading Processes, Reading Research, Reading Skills, Word Recognition

Accession Number: RE 389 -

Weintraub, Sam, et al. Annual Summaries of Investigations Relating to Reading: July 1, 1979 to June 30, 1980. Newark, Delaware: International Reading Association, 1981. (350 pp.)

Availability:

Order Number:

International Reading Association
800 Barksdale Road
Newark, DE 19711

Abstract:

This book contains approximately 1200 summary reports of reading research published between July 1979, and June 1980. Categorized into six major areas, the majority of the studies pertain to the physiology and psychology of reading, and include experiments in learning, vocabulary and word identification, and factors related to reading disability. Large groupings of studies under the sociology of reading heading relate to the content analysis of printed materials and the use of mass media. Other categories include teacher preparation and practice, the teaching of reading, reading of atypical learners, and general reading research summaries. The book lists the journals monitored for the report and offers an index of authors.

Descriptors: Reading Difficulties, Reading Instruction, Reading Processes, Reading Research, Reading Skills, Word Recognition

Accession Number: RE 383

White, Virginia L. and Schulte, Emerita S., compilers. Books about Children's Books: An Annotated Bibliography. Newark, Delaware: International Reading Association, 1979. (49pp)

Availability:

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19711

Order Number: 333

Also available from EDRS:
ED 176 333

Abstract:

Growing from an awareness of the significant increase in the number of professional books in the field of children's literature, this bibliography has been compiled to meet the needs of teachers, librarians, parents, and others interested in children and their books. The books selected represent new publications (since 1967) and revisions of or supplements to earlier works. The 145 entries are alphabetized by author within each of the following categories: bibliographies; biographies and biographical sketches of authors and illustrators; criticisms; histories; indexes; research; teaching methodology; and textbooks.

Descriptors:

*Children Books, *Childrens Literature, *Literary Criticism

Accession Number: RE 373

Yarington, David J. The Great American Reading Machine. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1978. (181 pp.)

Availability:

Order Number:

Hayden Book Company, Inc.
50 Essex Street
Rochelle Park, NJ 07662

Abstract:

A detailed analysis of reading instruction, this book describes an interlocking mutual self interest created over the years among government agencies, textbook publishers, and educators on all levels and suggests a program of action to effect significant change. Chapters discuss the following topics: reading in perspective; the great American reading machine; the government's role in reading education; the publishing industry and the production of reading textbooks; teacher education; racism, censorship, and sexism in the classroom; testing and reading; remedial reading; speed reading; the role of parents in reading education; and some alternatives for improving classroom reading instruction. An appendix lists and describes the traits of competent teachers.

Descriptors: Reading Instruction, Reading Material Selection, Reading Programs, Reading Research, Teaching Methods, Textbook Publication

ANNOTATED BIBLIOGRAPHY ON READING

DESCRIPTOR INDEX

(for Original 1979 Bibliography, 1980 Update, and 1981 Update)

Academic Standards

Connors

Administrator Guides

Blanton (032)

Administrator Responsibility

Venezky (392)

Administrator Role

Smith, C.B. (230, 232, 298)
Venezky (393)

Affective Behavior

Shapiro

Annotated Bibliographies

Koenke

Applied Linguistics

Downing (345)

Audiovisual Aids

Dillingofski

Adult Education

Johnson

Adult Reading Programs

Johnson
Thornton

Adult Vocational Education

Thornton

Autoinstructional Materials

Anderson (281)
Earle

Basal Reading

Bruce (417)
Durkin (414)

Basic Reading

Beck
Gadway
Gow
Jenkins

Beginning Reading

Adams
Aukerman
Beck
Downing (323)
Guthrie (086)
Hall (263)
Harris
Livo
MacKinnon
McCormick
Olilla (209, 377)
Resnick (328, 330, 331)
Samuels (004)
Seitz
Smith, D. (359)
Waller
Zintz

Bibliographies

Boyce
Fay
Lee
Spache (271)
Summers (194, 301)

Bilingual Education

Feitelson (255)
Radwin

Black Culture

Taylor

Black Dialects

Taylor

Certification

International Reading Association

Child Development

Frith

Children's Literature

Bruce (417)
Concannon
Steinberg
Strickland
White

Classroom Techniques

Tierney (418)

Cloze Procedure

Boyce
Fram
Jongsma

Cognitive Processes

Guthrie (207, 405)
Jackson
Laffey (215)
Spiro

Communication (Thought Transfer)

Adams (355)
Bean

Compensatory Education

Calfee

Competency Based Education

Smith, D. (361)
Smith, J. (360, 362)

Computer Assisted Instruction

Dillingofski
Mason

Conflict

Steinberg

Content Analysis

Analyses of Basic...
Bruce (416)

Content Reading

Armbruster
Collins
Earle
Fader
Fay
Koenke
Laffey (213)
Lunstrum
Schallert

Continuing Education

Johnson

Criterion Referenced Tests

Smith, D. (359)

Cross Cultural Studies

Feitelson (253)
Strickland

Cultural Differences

Joag-dev
Laffey (215)
Seitz

Data Analysis

Purves

Decoding (Reading)

Adams (355)
Chall
Concannon
Durkin (349)
Golinkoff

Samuels (004)
Smith, F. (348)
Tierney (418)

Developmental Reading

Cleary
Harris
Singer (021)
Staiger

Directories

Buehler

Disadvantaged Environment

Venezky (392)

Discourse

Tierney (401)

Discourse Analysis

Steinberg

Early Childhood Education

Blanton (032, 031)
Jackson
McDonald

Educational Accountability

Connors
Harper

Educational Assessment

Bean

Educational Improvement

Venezky (392)

Educational Legislation

Connors
Harper

Educational Psychology

Smith, D. (361)
Smith, J. (360, 362)

Independent Study

Anderson (281)

Information Dissemination

Berger

Information Processing

Murray
Resnick (163)
Singer (021)

Inservice Teacher Education

Description of Inservice Materials on Reading

Instructional Improvement

Tierney (332)

Instructional Materials

Analyses of Basic...
Osborn
Staiger

Intellectual Development

Glickman
Jackson

Intelligence Factors

Anderson, R.

Intermediate Grades

Aulls
Page (286)

Interpersonal Relationship

Steinberg

Kindergarten Children

McCormick
Olilla (209)

Language Development

Davis
Gibson
Kaufman
Kavanagh
Kling
Loban
McDonald

Language Experience Approach

Hall (263, 347)
Spache (271)

Language Handicaps

Laffey (215)
Loban

Language Instruction

Feitelson (255)

Language Processing

Baker
MacKinnon
Rubin
Spiro

Language Usage

Rubin

Leadership Responsibility

Bean

Learning Activities

Cleary

Learning Disabilities

Artley
Lee
Reading, Reading Training,...
Smith, C.B. (229)

Learning Processes

Danks
Downing (323, 345)

Layton
Schallert
Smith, F. (299, 316, 327)
Waller

Learning Theories

Goodman (342)
Layton
Smith, D. (359)

Linguistics

Durkin (349)
Goodman (342)
Kling
Laffey (215)
Pennock
Resnick (328, 330)
Rosen
Shafer
Shuy
Wanat

Literacy

Reading and Language...
Sartain
Sticht
Strickland

Literacy Education

Sticht

Literary Analysis

Bruce (280)

Literary Criticism

White

Literary Devices

Bruce (417)
Rubin
Steinberg

Literature

Shapiro

Literature Reviews

Asher
Barnitz
Concannon
Davis
Fram
Hall (262)
Harker
Hatch
Holland
Klare
Livo
Loban
McDonald
McPhail
The Reading Process
Rosen
Summers (194, 301)
Venezky

Logical Thinking

Cleary

Mastery Learning

Smith, D. (361)
Smith, J. (362)

Meaning Emphasis

Golinkoff
Samuels (004)

Measurement Instruments

Klare

Measurement Techniques

Bruce (416)
Smith, D. (361)
Smith, J. (360)

Memory

Danks

Metaphor

Taylor

Miscue Analysis

Allen
Joag-dev
Page (132)

Models

Davis
Effective Reading Programs
Harker
McPhail
Pearson
The Reading Process
Resnick (163)
Singer (021)
Smith, M. (304, 305)

National Competency Tests

Tierney

Nonstandard Dialects

Laffey (215)
Seitz

Oral Reading

Allen

Perceptual Motor Learning

Kaufman
Singer (016)

Phonics

Beck
Durkin (277, 349)
Mazurkiewicz

Poetry

Shapiro

Pre-reading Experience

Promising Practices...

Preschool Education

Promising Practices...

Principals

Venezky (392)

Prior Learning

Adams (355)

Professional Education

International Reading Association

Program Development

Cleary

Program Evaluation

Beck
Blanton (032)
Jenkins
Rosen

Program Planning

Blanton (032)

Programed Instruction

Mason

Prose

Santa
Tierney (401)

Psycholinguistics

Goodman (342)
Guthrie (207)
Kling
McPhail
Radwin
Shafer
Singer (021)
Taylor

Psychological Studies

Jackson
Radwin
Venezky (200)

Psychology of Reading

Chall
Gibson
Smith, F. (299, 327)

Questioning Techniques

Anderson (281)
Robinson (315)

Readability

Armbruster
Klare
Tierney (401)

Readability Formulas

Anderson, T. (400)
Armbruster
Bruce (416)

Reading

Conference on Studies...

Reading Ability

Layton

Reading Achievement

Asher
McCormick
McCullough
Purves
Sartain
Singer (016)
Smith, N.
Tierney
Venezky (392)

Reading Comprehension

Adams (290, 355)
Anderson, R.
Anderson, T. (281)
Armbruster
Baker
Barnitz
Boyce
Bruce (280, 411, 413, 416, 417)
Chall
Collins
Conference on Studies
Danks

Davison
Duffy
Durkin (277, 391, 414)
Feitelson (253, 255)
Fram
Golinkoff
Guthrie (207, 405)
Harker
Jenkins
Joag-dev
Kamil
MacKinnon
Merritt
Page (286)
Pennock
Purves
Reading and Language...
Resnick (163, 328, 330)
Robinson (315)
Santa
Schallert
Smith, F. (299, 348)
Smith, M. (055, 056, 305)
Spiro
Tierney (401, 418)
Weaver

Reading Consultants

Bean

Reading Development

Aukerman
Goldbecker
Goodman (326)
Kling
Merritt
Resnick (171, 328)
Smith, F. (316)
Zintz

Reading Diagnosis

Allen
Aulls
Connors
Ekwall
Goodman (326)
Page (132)
Smith, C.B. (231, 298)

Reading Difficulty

Artley
Carrillo
Collins
Ekwall
Kavanagh
Lee
Otto
Reading, Reading Training,...
Samuels (252)
Smith, C.B. (229, 230, 231, 232, 298)
Spache (270)
Weaver
Weintraub (388, 389)

Reading Improvement

Reading and Language...
Thornton

Reading Instruction

Adams
Allen
Armbruster
Asher
Aukerman
Aulls
Bean
Beck
Blanton (032, 031)
Bruce (411, 413)
Calfee
Carrillo
Chall
Collins
Curry
Davison
Dillingofski
Durkin (277, 349, 391,414)
Effective Reading Programs
Ekwall
Fader
Goldbecker
Goodman (326, 342)
Graves
Guthrie (086, 207, 405)
Hall (262, 263, 347)
Harker
Harris
Heilman

Hill
Jenkins
Joag-dev
Johnson (339)
Jongsma
Karlin
Koenke
Layton
Lunstrum
MacKinnon
Mason
Mazurkiewicz
McCullough
McPhail
Merritt
Olilla (209, 377)
Osborn
Page (286)
Pearson
Pennock
Reading and Language...
Reading and Language Arts
Resnick (163, 328, 330, 331)
Robinson (258, 315)
Samuels (252)
Santa
Sartain
Shuy
Smith, D. (359, 361)
Smith, F. (299, 316, 348)
Smith, J. (360)
Smith, M. (305, 306)
Spiro
Staiger
Summers (301)
Taylor
Thornton
Tierney (332, 418)
Vaughn
Waller
Weaver
Weintraub (388,389)
Yarington
Zintz

Reading Interest

Asher
Purves
Spache (270)

Reading Materials

Analyses of Basic..(
Anderson, T. (400)
Asher
Blanton (031)
Bruce (280)
Fader
Joag-dev
Osborn
Selector's guide (282, 283)
Spache (270)
Strickland
Yarington

Reading Needs

Durkin (391)

Reading Processes

Adams (290, 355)
Anderson, R.
Aukerman
Barnitz
Bruce (411, 413, 416))
Danks
Davis
Downing (323, 345)
Frith
Gibson
Goldbecker
Golinkoff
Goodman (326, 342)
Guthrie
Hall (347)
Harper
Hill
Kamil
Kavanagh
Laffey (215)
Murray
Pearson
Radwin
Reading and Language ...
The Reading Process
Resnick (328, 330, 331)
Seitz
Shuy
Singer (021)
Smith, D. (359)
Smith, F. (316, 327, 348)

Tierney (418)
Venezky
Weintraub (388, 389)
Zintz

Reading Programs

Beck
Calfee
Description of Inservice Materials on Reading
Effective Reading Programs
Fader
Guthrie (207)
Hall (347)
Hill
Kamil
Mason
Merritt
Olilla (377)
Promising Practices...
Reading, Reading Training,...
Resnick (328, 330, 331)
Rosen
Selector's Guide (282, 283)
Shafer
Summers (301)
Yarington
Zintz

Reading Readiness

Blanton (031)
Kaufman
Livo
McCormick
Olilla (209)
Promising Practices ...
Smith, N.
Waller
Weaver

Reading Research

Adams
Allen
Anderson, R.
Anderson, T. (281)
Barnitz
Berger
Bruce (411, 413)
Chall

Collins
Conference on Studies...
Danks
Davis
Dillingofski
Downing (345)
Duffy
Durkin (391)
Feitelson (253, 255)
Fram
Frith
Gibson
Glickman
Goldbecker
Goodman (326, 342)
Gow
Guthrie (086, 207, 405)
Hall (262)
Hatch
Jenkins
Joag-dev
Kamil
Laffey (213)
Layton
Lee
Lunstrum
MacKinnon
Mason
McCullough
Murray
Page (132, 286)
Pearson
Radwin
Reading, Reading Training,...
Resnick (328, 330, 331)
Robinson (258)
Samuels (252)
Santa
Schallert
Singer (021)
Smith, F. (316, 327)
Smith, M. (304, 305, 306)
Spiro
Steinberg
Sticht
Summers (194, 301)
Tierney (332, 384, 401)
Vaughn
Venezky (200)
Waller
Weaver
Weintraub (388, 389)
Yarington

Reading Skills

Bruce (411, 413, 417)
Cleary
Downing (323, 345)
Duffy
Durkin (349)
Frith
Guthrie (405)
Hatch
Koenke
MacKinnon
McCormick
McCullough
Reading and Language...
Resnick (171, 328, 330, 331)
Santa
Sartain
Smith, F. (348)
Smith, M. (055, 056, 304, 306)
Spiro
Sticht
Strickland
Thornton
Tierney (332, 418)
Vaughn
Weaver
Weintraub (388, 389)
Zintz

Reading Tests

Collins
Kling
Page (132)
Summers (194)
Tierney (384)
Wanat

Relationship between Speech and Reading

Kavanagh
Radwin

Remedial Reading

Aulls
Calfee
Carrillo
Cleary
Connors
Ekwall

Harris
Johnson (339)
Kamil
Kling
McCullough
Otto
Robinson (258)
Smith, C.B. (229, 230, 231, 232, 298)
Spache (026, 270)

Research Methodology

Baker

Research Needs

Conference on Studies ...
Venezky (200)

Research Utilization

Berger
Durkin (391)
Samuels (252)
Singer (016, 021)
Smith, F. (316)
Smith, N.

Resource Materials

Analyses of Basic...
Barnitz
Buehler
Curry
Reading and Language Arts

Resource Teachers

Bean

Retarded Readers

Artley

Rhetoric

Steinberg

Secondary Education

Gadway
Graves

Hill
Smith, C.B. (230)
Summers (301)
Vaughn

Semantics

Adams (355)

Sex Differences

Asher
Glickman
Holland

Sociolinguistics

Guthrie (405)

Spatial Perception

Frith

State Legislation

Harper

State Standards

International Reading Association

Story Reading

Bruce (280, 417)

Student Attitudes

Shapiro

Student Motivation

Conference on Studies...

Study Skills

Anderson, T. (281)

Syntax

Barnitz

Tape Recordings

Dillingofski

Task Analysis

Downing (345)
Smith, J. (362)

Taxonomy

Allen

Teacher Education

International Reading Association

Teaching Guides

Blanton (031)
Carrillo

Teaching Methods

Jongsma
Olilla (377)
Tierney (322)
Yarington

Teaching Techniques

Durkin (277)
Goldbecker
Graves
Jackson
Koenke
Mazurkiewicz
Olilla (209)
Page (286)
Pearson
Pennock
Shapiro
Staiger
Tierney

Television

Dillingofski

Textbook Content

Anderson, T. (400)

Textbook Evaluation

Anderson, T. (400)
Armbruster

Bruce (416)
Davison
Selector's Guide (282, 283)
Tierney (401)

Textbook Preparation

Anderson, T. (400)

Textbook Publication

Yarington

Textbook Research

Anderson, T. (400)

Textbook Selection

Hatcher

Textbook Standards

Armbruster
Davison

Textbooks

Analyses of Basic...

Textual Criticism

Bruce (280)

Young Children

Promising Practices ...

Visual Perception

Frith
Resnick (171)

Vocabulary

Anderson, R.

Vocabulary Development

Anderson, R.

Vocational Education

Sticht

Word Recognition

Weintraub (388, 389)

Workbooks

Osborn

Writing

Smith, D. (359)

Writing Instruction

Rubin